



Social–Emotional Development	Infants	Toddlers	Twos	Preschool	Pre-K Exit Expectations	K Exit Expectations
STANDARDS	Indicators	Indicators	Indicators	Indicators	Indicators	Common Core State Standards
26. Expresses a variety of feelings and learns to manage them	26a. Expresses feelings through facial expressions, body movements, crying, and vocalizing, often depending on adults for emotional comfort <i>Example:</i> Begins to cry when a visitor picks her up but stops when she hears her mother’s voice. <i>Supportive Practice:</i> Label feelings, e.g., by commenting, “You’re waving your arms. You must be glad to see me!”	26a. Expresses a range of feelings; uses other people’s expressions to guide feelings, often depending on adults for emotional comfort; uses some self-comfort strategies <i>Example:</i> Starts to cry after taking another child’s toy because she sees her caregiver frown. <i>Supportive Practice:</i> Suggest that children get their personal comfort items at nap time.	26a. Recognizes and labels own feelings with adult support; uses some self-comfort strategies; accepts adult suggestions for managing feelings by self <i>Example:</i> Claps when the teachers says, “You did it!” after the child used the toilet successfully. <i>Supportive Practice:</i> Use words to describe your own feelings and actions, for example, “I’m frustrated, too, but we still need to clean up the toys that you threw.”	26a. Uses strategies learned from adults to manage feelings; begins to label feelings <i>Example:</i> Calms himself by walking away from the sand and water area after being told that the area is full. Later returns and explains, “I was mad because it was my turn.” <i>Supportive Practice:</i> Talk with children about what to do when they want to enter a group or play with a toy being used by another child.	Emotions and Behaviors 26a. Uses socially acceptable ways of expressing thoughts and emotions <i>Example:</i> Says, “I’m using that shovel. Please get another one.” 26b. Demonstrates confidence in meeting own needs <i>Example:</i> Gets a paper towel to clean up spilled milk. <i>Supportive Practice:</i> Guide group discussions about problem solving and conflict management.	
27. Recognizes the feelings and rights of others, and responds appropriately	27a. Reacts to others’ expressions of feelings <i>Example:</i> Looks at her caregiver and laughs when the caregiver sings a silly song while waving a fresh diaper in the air. <i>Supportive Practice:</i> Label the child’s emotions, e.g., “Your smile tells me that you’re happy.”	27a. Acts in response to others’ demonstration of feelings, often with support of trusted adult <i>Example:</i> Pats another child when the teacher says, “Look how sad she is. Give her a hug.” <i>Supportive Practice:</i> Call attention to children’s demonstration of feelings and ways to respond.	27a. Reacts constructively in response to other’s demonstration of feelings <i>Example:</i> Gets another child his favorite car when he looks unhappy after his father leaves. <i>Supportive Practice:</i> Model empathy, e.g., explain, “I’m sorry his juice spilled. I’m going to get him some more so he will have some.”	27a. Responds positively to others’ demonstration of feelings <i>Example:</i> Helps a frustrated child open his milk carton and tells the child, “I can do it. You’ll learn how, too.” <i>Supportive Practice:</i> Read books about challenging situations, like <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> ; talk about the characters’ feelings.	27a. Recognizes and labels the basic feelings of others <i>Example:</i> Says that a classmate is sad when the classmate begins to cry. <i>Supportive Practice:</i> Discusses a variety of feelings and how people express them; read stories about feelings and how people respond to each other.	
28. Manages own behavior	28a. Responds to changes in the immediate environment or adults’ voices and actions <i>Example:</i> Cries when an adult she doesn’t know holds her but stops crying when he puts her down. <i>Supportive Practice:</i> Respond immediately to infants when they cry.	28a. Seeks out special person or object to help manage behavior; wants to do things for self <i>Example:</i> Gets his blanket from his cubby when his mother leaves. <i>Supportive Practice:</i> Allow time for toddlers to transition between activities, such as from hand washing to eating, to limit their feeling rushed.	28a. Follows routines with consistent support from adults; accepts redirection; tries to meet own needs <i>Example:</i> Sits for snack time but then begins to walk around with her food until the teacher reminds her to sit until she is finished eating. <i>Supportive Practice:</i> Provide a warning before changing activities, such as telling children that they will go inside after they ride the bikes around the track one more time.	28a. Follows classroom rules and routines (including new ones) with occasional reminders <i>Example:</i> Waits at the top of the slide for another child to finish before sliding himself. <i>Supportive Practice:</i> Create a simple set of classroom rules with the children. Discuss and apply them consistently.	28a. Follows limits and expectations <i>Example:</i> With a reminder, waits for instructions before beginning an activity. <i>Supportive Practice:</i> Talk with children about daily plans, including changes in routines (e.g., not going outside when it is raining hard).	

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29. Develops positive relationships with adults	29a. Recognizes, reacts positively to, and seeks to remain with familiar adults <i>Example:</i> Squeals and crawls to her father when he arrives. <i>Supportive Practice:</i> Hold infants, talk with them, and acknowledge their individual responses.	29a. Interacts with new adults; often moves away from and comes back to familiar adults, using them as a secure base <i>Example:</i> Plays calmly when his primary care teacher is in the classroom but stops, begins to cry, and goes to the door when she leaves the room <i>Supportive Practice:</i> Respond to toddlers' need for attention by smiling, laughing and talking with them.	29a. Is comfortable in a range of settings; relies on familiar adults for assurance when necessary <i>Example:</i> Relaxes on her cot at nap time when teacher says, “Daddy will be here after your nap.” <i>Supportive Practice:</i> Encourage family members to establish positive good-bye routines with their children (e.g., have the child wave good-bye from the window each day).	29a. Engages with trusted adults for information and socializing; manages separations <i>Example:</i> Tells his teacher that he got new shoes and, when asked why he likes them, explains, “They light up!” <i>Supportive Practice:</i> Engage in conversations with children throughout the day.	Positive Relationships 29a. Engages in positive interactions with adults to share ideas and plan activities <i>Example:</i> Asks the teacher whether she rides to school as he does. <i>Supportive Practice:</i> Have conversations with children about their everyday lives.	
30. Engages and plays with peers	30a. Watches and attempts to engage other children socially <i>Example:</i> Rolls over, moving closer to his sister, and squeals until she looks at him and laughs. <i>Supportive Practice:</i> Place infants near one another so they can watch and interact with one another as you talk to them.	30a. Plays near another child, briefly engaging socially <i>Example:</i> Leans over, pats a stuffed cat that a child is holding, and then returns to playing with her truck. <i>Supportive Practice:</i> Provide duplicates of books and toys.	30a. Interacts with children who are engaged with similar materials and activities <i>Example:</i> Scoops sand into a bucket that another child is filling. <i>Supportive Practice:</i> Suggest that pairs or small groups of children use a material, like play dough, together.	30a. Uses successful strategies to initiate or join an activity with several children <i>Example:</i> Asks three children, “Want to run with me?” <i>Supportive Practice:</i> Help children who do not have the experience or language for joining other children's play by suggesting appropriate strategies or language.	30a. Sustains play with a few other children <i>Example:</i> Assigns different roles to children in the dramatic play area, saying, “You’re the mother, you’re the father, and you’re the sister.” <i>Supportive Practice:</i> Encourage children to build a block city together.	
31. Resolves conflicts with others	31a. Emerging	31a. Reacts by expressing feelings about situations where there is conflict <i>Example:</i> Yells loudly and throws a toy when told that he needs to stop playing because it is nap time. <i>Supportive Practice:</i> Label the child's feelings and reassure him that he may play again after his nap.	31a. Seeks adults' help to solve social problems <i>Example:</i> Cries out, “Teacher, he took my apple!” and waits for her to get it back. <i>Supportive Practice:</i> Offer your support, e.g., “I see you want the doll. Let's get another one so each of you has a doll.”	31a. Asks adults for help and sometimes suggests ways to solve social problems <i>Example:</i> Tells another child to wait for her turn on the slide. <i>Supportive Practice:</i> Refer to classroom rules to help children resolve their problems. For example, review the rule “Walk in the classroom” when a child bumps another child while running inside.	31a. Suggests ways to resolve social conflicts <i>Example:</i> Tells an angry classmate to “use words” instead of hitting when she wants something. <i>Supportive Practice:</i> Teach the steps of social problem solving before conflicts arise and help children follow the steps when one does arise.	